

An act to add Part 54 (commencing with Section 88800) to Division 7 of Title 3 of the Education Code, relating to community colleges, and making an appropriation therefor, to take effect immediately, bill related to the budget.

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THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Part 54 (commencing with Section 88800) is added to Division 7 of Title 3 of the Education Code, to read:

PART 54. COMMUNITY COLLEGES BASIC SKILLS AND STUDENT
OUTCOMES TRANSFORMATION PROGRAM

CHAPTER 1. GENERAL PROVISIONS

88800. A financial and professional development grant funding program, administered by the Chancellor of the California Community Colleges, is hereby established. The chancellor shall distribute multiyear grants, upon appropriation by the Legislature, to the governing boards of community college districts pursuant to applications that satisfy the requirements of this part. Moneys allocated pursuant to this program shall be expended for community colleges within a district that receives a grant to adopt or expand the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals.

88805. (a) (1) The governing board of a community college district may apply for funds pursuant to this part for the purpose of making more effective, evidence-based practices available to more underprepared students who enroll at campuses of the California Community Colleges. A community college within the district may receive funds to implement these evidence-based practices for the first time or to expand to

additional students any evidence-based practices that are in effect as of the date of the district's application for funds.

(2) Community colleges may use funds allocated pursuant to this part to support remedial education curriculum redesign, professional development and release time for faculty, and support staff as appropriate, and data collection and reporting.

(b) The evidence-based practices implemented or expanded pursuant to funding received as specified in subdivision (a) shall include basic skills improvement strategies that have demonstrated effectiveness in accelerating the progress of underprepared students toward, and increasing the number of underprepared students who successfully achieve in a timely manner, one or both of the following goals:

(1) Completing a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college, to prepare students for college-level work.

(2) Earning an industry-relevant college certificate or degree within two years.

88810. (a) In order to receive a grant, the governing board of a community college district shall demonstrate in its application for funding, consistent with subdivision (b) of Section 88805, that the community colleges that are to participate in the grant program will redesign their curriculum, career pathways, assessment and placement procedures, or any combination thereof, to implement, or significantly expand the use or application of, two or more of the following evidence-based practices and principles:

(1) Adopting placement tests or other student assessment indicators and related policies that may include multiple measures of student performance, including grades

in high school courses, especially overall grade point average, results from the common assessment system, and input from counselors.

(2) Increasing the placement of students directly in gateway English and mathematics courses that are transferable to the University of California or the California State University and career pathways, with remedial instruction integrated as appropriate for underprepared students.

(3) Aligning content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance. This paragraph is intended to encourage the development of remedial instruction focused on a student's identified academic need informed by the student's intended course of study.

(4) Contextualizing remedial instruction in foundational skills for the industry cluster, pathways, or both, in which the student seeks to advance.

(5) Providing proactive student support services that are integrated with the instruction provided.

(6) Developing two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, by either utilizing technology, where appropriate, to enhance the adoption of the high impact practices specified in paragraphs (1) to (5), inclusive, or implementing other effective basic skills course strategies and practices not specified in paragraphs (1) to (5), inclusive, subject to the college providing evidence that substantiates the practice is effective.

(b) Community colleges are encouraged to collaborate with local school districts serving kindergarten and grades 1 to 12, inclusive, to better articulate English and math instruction between the high schools and the community colleges.

(c) Each participating community college shall be responsible for all of the following:

(1) Developing a plan based on two or more of the evidence-based principles and practices described in subdivision (a) that demonstrates a clear strategy for ensuring that both of the following occur within a five-year period:

(A) A progressively increasing share of the students who enroll at participating community colleges within the community college district achieve the goals listed in subdivision (b) of Section 88805.

(B) A significantly greater share of entering students who are enrolled at the community college achieve the goals listed in subdivision (b) of Section 88805 within a shorter time period than before the implementation of the plan at the community college.

(2) Ensuring that the plan developed pursuant to paragraph (1) does all the following:

(A) Describes the community college's current practices with regard to the selected high impact practices and its readiness to implement the new interventions.

(B) Articulates targets for the share of entering students projected to be served by these interventions over the three-year implementation period.

(C) Sets goals for the share of entering students who complete a college-level English or mathematics course within three semesters or less after enrollment.

(D) Identifies key strategies and implementation benchmarks for evaluating the progress of campus efforts to implement the selected interventions.

(E) Details the number of campus faculty likely to be involved in all selected high impact interventions and the plan for addressing their professional and technical assistance needs.

(3) Ensuring that its faculty participate in professional development regarding academic programs or new curriculum developed or expanded pursuant to the plan, using grant funds to support that faculty participation.

(4) Commencing in the year that a community college receives a grant and for the following three fiscal years, annually reporting to the chancellor's office on program outcomes, disaggregated by the demographic characteristics, high school grade point average, and initial placement level of its students, for purposes of measuring progress compared to the community college's performance before its implementation of the plan. These reports should include all of the following:

(A) The total number and percentage of entering students identified as underprepared before receipt of the grant.

(B) The number and percentage of entering students served by the grant program, disaggregated by type of practice implemented.

(C) The number and percentage of entering students achieving the goals listed in subdivision (b) of Section 88805.

(D) The number of faculty involved and faculty needs regarding the adoption and operation of courses under the plan.

(E) If applicable, a narrative describing any subsequent adjustments to the design of the college's basic skills course practices or strategies adopted pursuant to paragraph (6) of subdivision (a).

(F) A description of any additional or expanded student supports offered.

(G) A narrative describing the community college's efforts to collaborate with local school districts serving kindergarten and grades 1 to 12, inclusive, to better articulate English and math instruction between the high schools and the community colleges.

(5) These plans should be developed in consultation with campus faculty.

(d) The office of the Chancellor of the California Community Colleges shall be responsible for all of the following:

(1) Developing application criteria, administrative guidelines, and other requirements for purposes of administering the grant program. Applications that would do one or both of the following shall be given priority consideration within the application criteria:

(A) Scale up existing practices.

(B) Provide services to greater proportions of students.

(2) Administering the grant program and distributing and monitoring awards to recipient community college districts.

(3) Providing the information submitted pursuant to paragraph (4) of subdivision (c) to the Legislative Analyst's Office.

(e) (1) The Legislative Analyst's Office shall aggregate, analyze, and report the information submitted pursuant to paragraph (3) of subdivision (d) to the Legislature

on the progress of the grant program in achieving its prescribed purpose. The Legislative Analyst's Office shall issue an interim report by December 1, 2019, and a final report by December 1, 2021.

(2) (A) The requirement for submitting a report imposed under this subdivision is inoperative on July 1, 2026, pursuant to Section 10231.5 of the Government Code.

(B) A report to be submitted pursuant to paragraph (1) shall be submitted in compliance with Section 9795 of the Government Code.

SEC. 2. (a) The sum of sixty million dollars (\$60,000,000) is hereby appropriated from the General Fund to the Chancellor of the California Community Colleges for allocation to community college districts pursuant to Part 54 (commencing with Section 88800) of Division 7 of Title 3 of the Education Code.

(b) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the funds appropriated pursuant to this section shall be deemed to be "General Fund revenues appropriated for community college districts," as defined in subdivision (d) of Section 41202 of the Education Code, for the 2014–15 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2014–15 fiscal year.

SEC. 3. This act is a bill providing for appropriations related to the Budget Bill within the meaning of subdivision (e) of Section 12 of Article IV of the California

Constitution, has been identified as related to the budget in the Budget Bill, and shall take effect immediately.

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LEGISLATIVE COUNSEL'S DIGEST

Bill No.

as introduced, _____.

General Subject: Community colleges: Basic Skills and Student Outcomes
Transformation Program.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state.

This bill would establish a financial and professional development grant funding program, which would authorize the governing board of a community college district to apply to the Chancellor of the California Community Colleges for, and would require the chancellor to distribute, multiyear financial and professional development grant funding upon appropriation of funds for that purpose for community colleges within the district to adopt or expand the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals, as specified. The bill would require community colleges that receive these grants to

report specified information to the chancellor's office on program outcomes. The bill would require the chancellor's office to be responsible for administering the grant program and distributing and monitoring awards to recipient community college districts, developing application criteria, administrative guidelines, and other requirements for purposes of administering the grant program, and providing the information submitted by community college districts to the Legislative Analyst's Office. The bill would require the Legislative Analyst's Office to report to the Legislature on the progress of the grant program in achieving its prescribed purpose, as specified.

This bill would appropriate the sum of \$60,000,000 from the General Fund to the Chancellor of the California Community Colleges for allocation to community college districts under the financial grant and professional development funding program described above.

Funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts for the 2014–15 fiscal year imposed by Section 8 of Article XVI of the California Constitution.

This bill would declare that it is to take effect immediately as a bill providing for appropriations related to the Budget Bill.

Vote: majority. Appropriation: yes. Fiscal committee: yes. State-mandated local program: no.